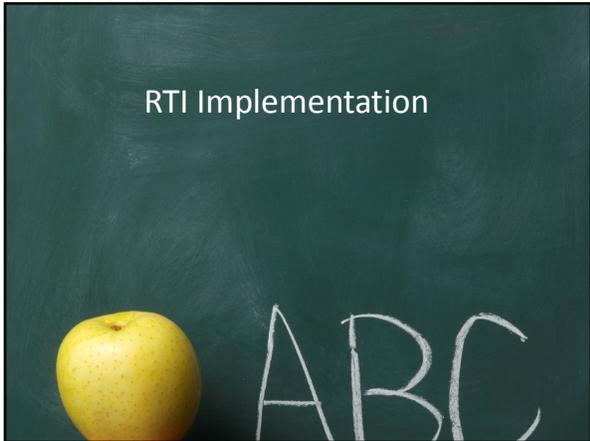




RTI Elementary: Reading

Professional Development Module
RTI Implementation

RTI Implementation





Recommended Practices

1. Universal Screenings
2. Progress Monitoring and Differentiation Based on Data
3. Systematic Instruction

IES Practice Guides

Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades



<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

Institute of Education Sciences (IES)
What Works Clearinghouse

Organization

- **Practice Summary**
Gain an overview of a practice & see the issues it addresses. 
- **Learn What Works**
Understand the research base behind the practice. 
- **See How It Works**
Examples of schools engaged in these practices. 
- **Do What Works**
Action ideas and examples of tools to improve your own practice. 

Establish a system-wide framework for RtI to support the three recommended practices.

Practice Summary



RtI Implementation



Multimedia Overview:

Response to Intervention: Framework in Reading

Activity: Video Reflection



1. Why is schoolwide implementation of a practice important? How does this relate to the idea of program fidelity?
2. What did Dr. Johnson mean when he said that when implementing a new instructional practice, schools must have a "clear notion of what is the real result that they're trying to achieve?"
3. Describe the analogy of "teaching like you're feeding the chickens." How can effective use of data help educators avoid this?

Establish a system-wide framework for RtI to support the three recommended practices.

Learn What Works



Key Concepts



- Build a comprehensive framework that addresses reading and mathematics.
- Establish core reading instructional programs focused on foundational skills.

Key Concepts

- Create leadership teams in districts and schools to facilitate implementation of RtI components.
- Provide professional development and instructional supports to sustain high-quality implementation.



RTI Implementation

Learn What Works:

- Expert Interview:
The Phases of RtI Implementation



- W. David Tilly III, Ph.D.
Innovation and Accountability Iowa Heartland
Education Agency



Partner Discussion

Tell, Add, Check



Tell everything you remember about the video

Add by filling in or clarifying

Check and see if responses align to the video (next two slides)



The Phases of RtI Implementation

- Instruction needs to continually improve because instruction directly impacts student learning
- The better instruction we are able to provide to our students, the better the learning outcomes are
- RtI doesn't tell people what to think; it tells them what to think about

The Phases of RtI Implementation

- There's a predictable pattern of phases involved in the implementation process
 - consensus building
 - infrastructure building
 - implementation
- Full implementation deals with the process of institutionalizing and building the practices into the fabric of the culture of the building.
- There are benefits to the system that accrue at all levels, but it is a process, and it doesn't occur overnight.

RTI Implementation

Learn What Works:

•Expert Interview:
How RtI Changes Special Education



•W. David Tilly III, Ph.D.
Innovation and Accountability Iowa Heartland
Education Agency

State Leadership:

Establish a system-wide framework
for RtI to support the three
recommended practices.

See How It Works





RTI Implementation

See How It Works:

- Presentation:
Partnering General and Special Education

•John Tommasini, Ph.D. and Edward Vollbrecht, Ph.D.
Pennsylvania Department of Education





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See How it Works:

- Video Interview:
State Leadership: Building an Rtl System

•Gerald Zahorchak, Ed. D.
Pennsylvania Department of Education





RTI Implementation

See How It Works:

- Video Interview:
Setting the Stage for Rtl Implementation

•Joy Eichelberger, Ed. D.
Pennsylvania Department of Education






RTI Implementation

See How It Works:

- Audio Interview:
Lessons from Iowa About RtI

•Lana K. Michelson and Eric Neessen
Iowa Department of Education




District and School Leadership:

Establish a system-wide framework
for RtI to support the three
recommended practices.

See How It Works





RTI Implementation

See How It Works:

- Audio Interview:
RtI Training for School Districts

•Erin Lulich
Tigard-Tualatin School District






RTI Implementation

See How It Works:

- Video Interview:
Charting the Path

•Bobbie Lamond
Tri-Community Elementary
Steelton, PA






RTI Implementation

See How It Works:

- Video Interview:
Principal's Role in Instructional Decision Making

•Deb Chiodo
Cornell Elementary
Des Moines, IA





RTI Implementation

See How It Works:

- Video Interview:
Powerful Rtl Training Experiences

•Deb Chiodo
Cornell Elementary
Des Moines, IA



Family and Community Involvement

- Review the handout with a partner.
- Discuss parent and family engagement at your school.
 - Is it formal or informal?
- What could you do to better inform families at your school?



Establish a system-wide framework for RtI to support the three recommended practices.

Do What Works



Three Recommended Practices

1. Universal Screening
2. Differentiation and Progress Monitoring
3. Systematic Skill Instruction

Action for District Leadership Team

1. Convene school teams to learn about the phases of RtI implementation.
2. Assess school readiness level for implementing RtI components.
3. Guide teams in developing a schoolwide plan for RtI implementation.

1. Convene School Teams

- Conduct a half-day or full-day district-wide meeting with administrative school teams to learn about how to phase in an RtI framework.
- School teams should include the principal, reading specialist or coach, special education and ELL coordinators, school psychologist, and grade-level lead teachers.
- Listen to the expert interview with Dr. David Tilly to learn about three phases of RtI implementation: consensus building, infrastructure building, and full implementation. 

1. Convene School Teams

- Discuss consensus building to help teams develop strategies for creating partnerships in their schools.
- Talk about the staff collaboration and infrastructure schools will need to introduce RtI implementation.
- Examine this topic further by sharing team examples about what structures are already in place in their schools that could support RtI implementation.

1. Convene School Teams



- Provide copies of the *Response to Intervention Framework in Primary Grade Reading Visual Diagram* illustrating the RtI components for teams.
- Identify short-term and long-term challenges facing teams in implementing specific RtI components.



2. Assess School Readiness Level for Implementation



- Watch the multimedia overview that introduces three recommended practices for implementing an RtI reading framework and its components.
- Review the practices to ensure that teams have a clear understanding of the relationship between the core curriculum and tiered instruction and staff roles in providing interventions.
- Break into small groups to discuss the RtI components in more depth, beginning with universal screening.
- Provide copies of the Practice Guide, *Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades*, to provide teams with more detailed information.



2. Assess School Readiness Level for Implementation



- Point out that each practice section provides guidance for overcoming implementation obstacles.
- Utilize the *School Self-Assessment: Implementing RtI Components* handout to guide individual teams in thinking about their schools' present capacity for implementing RtI components.
- Make an inventory of supports that are already in place, identify gaps, and specify short-term goals for staff development and resource allocation at the building level.
- Note areas where professional development might be needed to refine and improve current components or introduce new components.



3. Develop a School-wide Plan

- Establish a building-level leadership team
 - To coordinate staff and resources
 - To facilitate implementation of components 
- Provide the *Planning Template for Working With Schools* handout designed to guide school teams in developing an RtI implementation plan.
 - Identify areas of need
 - Identify next step actions
- Teams should complete at least an outline for creating a building-level team during the meeting, including identifying specific members and drafting responsibilities related to specific RtI components.

3. Develop a School-wide Plan

- Determine specific on-site support and resources that each school will need from the district to move forward with RtI implementation. 
- Provide resources for teams to take away from the meeting and share with staff at their schools:
 - Iowa Heartland Area Education Agency (AEA): *IDM &mdash How to Get Started* 
 - National Association of State Directors of Special Education (NASDSE): *Response to Intervention Blueprints for Implementation* 
 - National Research Center on Learning Disabilities (NRCLD), Panel Discussion: *Looking at the Big Picture: Before, During, and After Implementing RTI* 
 - Pennsylvania Training and Technical Assistance Network (PaTTAN): *RtI Implementation Manual* 

Actions for School Principals

1. Meet with the school leadership team to complete a self-assessment.
2. Identify implementation areas needing further evaluation.
3. Schedule a debriefing of the evaluation results for the leadership team.

1. Meet with the School Leadership Team to Complete Self-Assessment

- Watch the expert interview with Dr. David Tilly
- Review the three phases of RtI implementation: 
 - consensus building (exploring)
 - infrastructure building (implementing)
 - full implementation (sustaining)
- Discuss issues or questions the team has about full RtI implementation.

1. Meet with the School Leadership Team to Complete Self-Assessment

- Use the *School Self-Assessment: Implementing RtI Components* to examine the school's level of RtI implementation. 
- Identify 3-5 next steps within the MSRP action plan 
 - Training needs
 - Resources needs

2. Identify Implementation Areas Needing Further Evaluation

- Review the self-assessment results with the leadership team.
- Identify areas where additional feedback on implementation is needed.
- Bring in expert help to conduct further evaluation of the targeted areas.
- Expert assistance could be provided through the district office, a regional agency, or other technical assistance provider.

2. Identify Implementation Areas Needing Further Evaluation 

- Work together to develop an evaluation instrument relevant to the school's RtI goals, context, and targeted areas.
- Use the *School Self-Assessment: Implementing RtI Components* as a source for selecting implementation indicators to include on the evaluation instrument. 
- Review additional resources on RtI effectiveness indicators
 - the *Implementing RtI Components Pennsylvania*
 - the *RtI Comprehensive Evaluation Tool* from Colorado.


2. Identify Implementation Areas Needing Further Evaluation 

- Assist the evaluator with logistics for conducting the *RIS* evaluation, which may include
 - individual and group staff interviews,
 - observations, and
 - document review.
- Introduce the evaluator at a staff meeting to describe the evaluation process and address staff concerns and questions about the process.

3. Schedule a Debriefing with the RtI Leadership Team 

- Hold a debriefing with the leadership team to discuss the evaluation results.
- Include other key staff members responsible for the implementation of RtI components in this session.
- Compare the evaluation results with those from the leadership team's self-assessment.
- Note gaps or discrepancies, determine specific implementation needs, and develop a plan for improvement.

3. Schedule a Debriefing with the RtI Leadership Team

- Decide specific professional development and on-site support are essential to successful implementation.
- Use the *Professional Development Continuum* to assist with determining next steps for staff training.
- Distribute an evaluation report to school staff, include
 - the self-assessment results
 - improvement plan.
- Schedule a staff meeting to review and explain results, and build in time for staff reaction.

Research Evidence

- IDEA (2004)
 - school districts may consider a child's response to scientific, research-based intervention as part of the SLD determination process. RtI's inclusion in the 2004 reauthorization can be traced to two key reports released in 2002.
- The President's Commission on Excellence in Special Education (2002) report
- A2002 report from the National Academy of Sciences examined the overrepresentation of students from minority subgroups in special education.
 - This report proposed ideas for making the referral process for learning disabilities more meaningful to classroom teachers.
 - This encouraged schools to provide services to students struggling within general education in the early grades before considering special education.
 - Special education would be considered only for students who failed to respond to evidence-based interventions or interventions using what the field considers best practice.

Key Research

- President's Commission on Excellence in Special Education. (2002). *A new era: Revitalizing special education for children and their families*. Washington, DC.
- Donovan, S., & Cross, C. T. (Eds.). (2002). *Minority students in special and gifted education*. Washington, DC: National Academies Press
- National Association of State Directors of Special Education. (2005). *Response to intervention: Policy considerations and implementation*. Alexandria, VA.
- National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development. (National Institute of Health Pub. No. 00-4769)
- Coleman, M. R., Buysse, V., & Neitzel, J. (2006). *Recognition and response: An early intervening system for young children at risk for learning disabilities. Full report*. Chapel Hill: The University of North Carolina at Chapel Hill, FPG Child Development Institute.
- Griffiths, A., Parson, L. B., Burns, M. K., VanDerHeyden, A., & Tilly, W. D. (2007). *Response to intervention: Research for practice*. Alexandria, VA: National Association of State Directors of Special Education, Inc.
- Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

